



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Aspirations Condition	Belonging / Confidence to take Action	Leadership and Responsibility	Curiosity and Creativity	Heroes	Spirit of Adventure	Fun and Excitement
School Thread:	As scientists,	As historians,	As geographers,	As designers,	As philosophers,	As environmentalists,
Driving questions	Driving question: How does our solar system define time and inspire creativity? Title: Out of this World!	Driving question: How did the Vikings and Anglo Saxons influence Britain today? Title: Sea Raiders	Driving question: Why do settlements grow around rivers? Title: Go with the Flow	Driving question: How can we demonstrate how the Romans engineered solutions to big problems? Title: Romans Rule	Driving question: How did the English Civil War impact our local history? Title: Rule Britannia	Driving question: How can we ensure that Humans are capable of living sustainably? Title: A Greener World
Outcomes	Outcome: pupils to make an orrery in a box. Pupils to write an explanation of how a night and day; 24 hours in a day, a month, seasons and a year are determined by the solar system. Pupils to video their explanations with use of the model. Music composition to be added as background.	Outcome: Viking saga of Beowulf – presentation	Outcome: A geographical television production - use footage from entry point activity and use model created during enrichment sessions.	Outcome: To build a Roman Catapult	Outcome: A secondary source outlining the history of the English Civil War.	Outcome: Publish and produce a school Magazine on Energy and Sustainability
Subjects covered in assignments	Science, History, Geography, Computing, Art, DT, Music, Speaking and Listening, English.	History, Geography, Science, Art, Computing, Speaking and Listening, English.	Geography, Science, Art, DT, Computing	Science, History, DT, Computing, Speaking and Listening, English	Science, Computing Science, History, Music,	Science, Geography,, Art and Design, DT.
21st Century skills	Sense making Creative and adaptive thinking Entrepreneurialism Productivity and accountability	Sense making Creative and adaptive thinking Entrepreneurialism Productivity and accountability Cognitive load	Sense making Creative and adaptive thinking Entrepreneurialism Productivity and accountability Media literacy	Sense making Creative and adaptive thinking Entrepreneurialism Productivity and accountability Media literacy	Sense making Creative and adaptive thinking Entrepreneurialism Productivity and accountability Cognitive load	Sense making Creative and adaptive thinking Entrepreneurialism Productivity and accountability

		management	Cognitive load management	Cognitive load management	management	
Business/Careers links	Scientist, Composer Designer	Curator Archaeologist,	Environmentalist	Designers, Engineers, Scientist, Reporter, Inventor	Musicians Tourist information Sound technologist	Gardeners, Horticulturists Architects Engineers Farmers Builders
Real life skills		Perform in front of an audience		Bring up a butterfly	Perform in front of an audience	Create some wild art Use a map and compass
Real life experience	Play pooh sticks	Christmas Carols	Forest School- design a garden that is friendly to wildlife.	Forest School- To get from one area to another without touching the floor.	Upper Phase Show Forest School- Natural music.	Sports day Go pond dipping
Community link	Futures Institute – planetarium	Christmas carol concert	Counsellor Local wildlife trust/environment agency			
Trip/Visitor (inc. cost)	Science Oxford	WPA - Science Gurdwara Viking day - puppet making and storytelling	Marcus Sedgewick project with PiXL WPA - Science	WPA - Science Roman Day Banbury museum Corinium Museum- Cirencester Chedworth Roman Villa	WPA - Science Visit Edgehill (Local guide) Civil War reenactment - Broughton Sulgrave Manor	WPA - Science Sutton Courtenay Banbury Guardian on publishing
Maths	Number: Place value Number: Addition and subtraction Statistics	Number: Multiplication and division Measurement: Perimeter and area	Number: Multiplication and division Number: Fractions	Number: Fractions Number: Decimals and percentages	Number: Decimals Geometry: Properties of shape	Geometry: Position and direction Measurement: converting units
English	Text: Cosmic by Frank Cotterill Boyce Poetry	Text: Beowulf Arthur and the Golden Rope Viking Boy Freedom for Bron: The Boy Who Saved a Kingdom - N. S. Blackman Anglo-Saxon Boy The Last Viking Non-Fiction: Men, Women and Children in	Text: Floodland by Marcus Sedgewick A River by Marc Martin River Stories - Timothy Knapman Non-Fiction: River Story - Meredith Hooper & Bee Willey Poetry	Text: Escape from Pompeii Romulus and Remus The Thieves of Ostia Growth mindset: Rosie Revere, Engineer - Andrea Beaty and David Roberts Poetry	Text: The Forest of Moon and Sword by Amy Raphael Six Men – David McKee Poetry	Text: The Promise by Nicola Davies The Savage – David Almond Varmints by Helen ward and Mark Craste Belonging - Jeannie Baker From the Forest to the Sea - Jeannie Baker Non-fiction The Story of Climate

		Anglo-Saxon Times - Jane Bingham Poetry				Change by Catherine Barr and Steve Williams Poetry
Phonics/Spelling						
Science	Earth and Space (link to history of space exploration) SCIENTIST: EDWIN HUBBLE SCIENTIST: MAE JEMISON	Properties and changes of materials: materials properties, sorting materials, mixtures. SCIENTIST: NIKOLA TESLA	Living things and their habitats SCIENTIST: JOSEPH DALTON HOOKER	Forces SCIENTIST: ALBERT EINSTEIN	Animals incl. Humans SCIENTIST: ANDREUS VASELIUS	Properties and changes of materials: Testing materials, dissolving, mixing and changes of state are reversible changes - could represent data collected on a spreadsheet SCIENTIST: ROBERT BOYLE
Computing	IT Communicate and Collaborate to create and modify a document - collaborate with students at Dashwood on simple google slides about how you could colonise another planet and what you would need. Use video/audio/animations to make the presentation stand out. Computer Science Learn to create, manipulate and decorate 3D models using 2design. Unit 5.6	Digital literacy Keeping personal information private. IT Use Google maps (terrain) and Google search to compare and contrast human and physical features in Scandinavia and the UK. Create a simple document/slideshow to represent these differences then share the work with another group and review and edit it using the note tool.	Computer Science To turn devices on or off/control the power to a device/control the output of a device (e.g. turning a light on/off on bridge). Possibly create a flood warning message using Microbit or add a moisture detector that then leads to a warning message when it gets wet. Digital literacy Online safety Unit 5.2	Digital literacy Online relationships IT Students complete database unit of work then create their own database using statistical facts about Ancient Rome. Unit 5.4	Computer Science I can design algorithms that use repetition, if and then commands and a variable to refine and increase programming possibilities. I can use logical reasoning to detect and debug mistakes in a program. Unit 5.1	IT Spreadsheets Unit 5.3 Digital literacy Health, well being and lifestyle
Geography		Northern Europe - Scandinavia	Rivers and their impact on humans			How have humans colonised the planet?

		Place knowledge: similarities & differences human and physical	key topographical features (including mountains), and land-use patterns; Pros and cons of establishing a settlement by a river (irrigation)			Locational knowledge , Physical geography: vegetation belts Human geography: the distribution of natural resources including energy
History		<p>Vikings Their struggle for the Kingdom of England to the time of Edward the Confessor. Viking invasions Britain's settlement by Anglo Saxon Britain Anglo-Saxon invasions, settlements and kingdoms: place names and village Edward the Confessor and his death in 1066.</p>		Ancient Rome and its impact on Britain	Local history: English Civil War How is this period of national History reflected in the locality	
Art & Design	<p>Printing - interior design (of space colony)</p> <p>Look at key examples of interior design styles over time.</p> <p>Scans (of 2D and 3D objects), photographs, drawings and paintings can be combined to create art</p> <p>Combine prints taken from different objects to produce an end piece.</p> <p>Design and produce pictorial and patterned prints for fabrics and wallpaper - make connections between own work and patterns in their local environment (e.g. curtains, wallpaper - we have stars on our ceilings on Earth - what</p>	<p>Viking and Celtic art</p> <p>Artists can use stories, music, poems as stimuli</p> <p>Know that artists may produce work in a specific style - https://www.cartoonsaloon.ie/ (Song of the Sea, Secret of Kells), animated Beowulf (1998) - working collaboratively to studio style and palette</p> <p>Chiaroscuro - Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Marks and lines can create texture in still life images.</p> <p>Drawing from observation - Proportion of still life Shading/ Colour can be</p>	<p>Art can be used to help you express emotions - create own abstract pattern to reflect personal experiences and expression</p> <p>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro), link to colour Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>			<p>Construction and colour– create recycled sculptures or environmental art</p> <p>Use sketchbook to inform, plan and develop ideas; shape, form, model and join; observation or imagination. Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)</p> <p>Produce more intricate patterns and textures.</p> <p>Colour – explore use of texture in colour Experiment with hue, tint, tone, shades and</p>

	<p>would you have in space?! Link to feelings/emotions)</p> <p>discuss and evaluate own work and that of others</p>	<p>used to create mood and feeling (hatching, cross-hatching, stippling etc)</p> <p>Art can be used to help you express emotions</p> <p>Character puppets for Beowulf - Select and use materials to achieve a specific outcome. Embellish work using a variety of techniques, including drawing, painting and printing on top of textural work (felting), fabric making, artists using textiles, (Miss Clara, Alexander McQueen - paper dresses)</p>				<p>mood; explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Consider colour for different purposes, including using colour to express moods and feelings (Anish Kapoor)</p>
DT			<p>Bridge designs Evaluate a product against the original design specification (strengthen stiffen reinforcement)</p> <p>Link to Cherwell River</p>	<p>Roman catapult Understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages)</p>		<p>Shelter – Forest school Evaluate it personally and seek evaluation from others - planning how to use <i>sustainable</i> materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p>
PE	<p>Cross Country-warm up Fitness unit Rounders unit</p> <p><u>Responsibility</u></p> <p><u>Year group rounders tournament</u></p>	<p>Yoga unit Basketball unit</p> <p><u>Reflection</u></p>	<p>OAA unit Football unit</p> <p><u>Problem solving</u></p> <p><u>Leadership: could they lead a skills session for year 4</u></p>	<p>Tennis unit Hockey unit</p> <p><u>Co-operation</u></p>	<p>Dance unit Dodgeball unit</p> <p><u>Gratitude</u></p>	<p>Gymnastics unit Athletics unit</p> <p><u>Self - discipline</u></p>
Music	<p>Improvise and compose music for a range of purposes by exploring the interrelated dimensions of music to express feelings and emotions</p> <p>Compose a piece of</p>	<p>Experiment with voices with increasing control fluency and expression.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory (Christmas choral</p>			<p>Develop an understanding of the history of music across history, genres, and traditions.</p> <p>Folk music in 16th and 17th centuries - link to civil war. Talk about how people shared history at</p>	

	music that inspires and creates awe - show Apollo 13/2001 soundtrack To use and understand staff and other musical notations	songs)			that time	
MFL	<p>i) To communicate about themselves, their lives and their local community</p> <p>En el parque de animales - at the zoo Numbers 1-39 Wild animals Use of the conjunction y (and) Notion of gender</p> <p>Phonics: v, ce/ci/z, i, j, ll, h</p>	<p>i) To communicate about themselves, their lives and their local community</p> <p>ii) To celebrate creativity, diversity and cultural identity through language</p> <p>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</p> <p>Months of the year and birthdays. Days of the week and dates.</p> <p>Possessive adjectives mi, tu, su Hay Ser Use of conjunction y 12 months 7 days Numbers 1-31 Cumpleaños ¿Cuándo es tu cumpleaños? día / mes</p> <p>Phonics: j,n, v, ci/z, a, i</p>	<p>i) To communicate about themselves, their lives and their local community</p> <p>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</p> <p>Are you hungry? - ¿Tienes hambre? Opinions of singular foods. Expressions with tener (hambre/sed) Querer 1, 2, 3 + infinitive Notion of gender Opinions (singular) Conjunctions y and pero Definite articles (singular). 15 foods/drinks Hambre/sed 4 opinions Comer / beber ¿te gusta?</p> <p>Phonics: qu, h, z</p>	<p>i)To communicate about themselves, their lives and their local community</p> <p>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</p> <p>Opinions of plural foods Spanish menu Definite articles el / la /los/las Opinions of singular and plural foods Conjunctions y, pero, sin embargo. 14 singular foods/drinks 14 plural foods/drinks Hambre/sed 4 opinions ¿te gustan?</p> <p>Phonics: ci/z, j, a, h, qu</p>	<p>i)To communicate about themselves, their lives and their local community</p> <p>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</p> <p>What is the weather like ¿Qué tiempo hace? expressions with tener (calor/frío) Time Spanish regions Hacer Hay Estar Definite articles Opinions Notion of gender Notion of number 10 weather nouns 10 weather phrases ¿Qué tiempo hace? Phonics: h, ce, v, ie</p>	<p>(i)To communicate about themselves, their lives and their local community</p> <p>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</p> <p>Compass points and towns. Spanish regions.</p> <p>Phonics: h, ce, v, ie</p>
PSHE/SRE	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Growing and changing	Being my best
RE - Christianity, Sikhism, Humanism and Values	<p>Stories: Who are stories for? Explore Humanism.</p> <p>Who was Aesop? Explore the idea that Aesop's fables have been adopted by Humanists.</p>	<p>Celebrations: Why are religious figures celebrated? Founder of Sikhism was Guru Nanak. Who was Guru Nanak? Why did he found Sikhism? How is this celebrated?</p>	<p>Stories: Who are stories for? Children to make comparisons with some of the Christian Parables explored in Term 1. Within these Christian parables explore themes of: appreciating others,</p>	<p>Expression, Places and Symbols: Do clothes express beliefs? 5Ks:Kesh, Kara, Kanga, Kaccha and Kirpan - sensitively debate how some Sikh views may have changed on how</p>	<p>Inspiration (Ideas of God): Are you inspired? Inspirational Sikhs, Humanists and Christians Nelson Mandela (Christian), Harnaam Kaur (Sikh), Stephen Fry</p>	<p>Me and Others: Can I be inspirational? Who inspires you and why?</p> <p>Big Questions: How do you motivate yourself to take action?</p>

			the importance of not making up preconceived ideas etc.	they follow the 5Ks. Understand that some forms of religious expression are used differently by individuals and communities.	(Humanist) How they have inspired a generation of people? How has their religion influenced them?	
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